Policing with Indigenous Peoples (PWIP) Liaison Course

Note that this is a working document, current as of October 2019. The information contained there-in is an amalgamation of new and existing training materials from several police services in support of a pilot training course for Liaison team members. CACP is not responsible for the use of this material when it is deemed not current. It is the responsibility of those making use of this document to verify the status of the material with the CACP.

OCTOBER 2019

Course Description

The purpose of this course is to provide police services with the skills and knowledge to champion and apply the principles of the PWIP *National Framework* for Police Response to Demonstrations and Assemblies, including:

- Promote an operationally sound, informed and flexible approach to resolving conflict and managing crises in a consistent manner;
- Promote an approach that demonstrates accommodation and mutual respect of differences, positions and interests of all involved Indigenous and non-Indigenous communities and stakeholders;
- Promote an approach to demonstrations that seeks to understand and respect unique cultural elements, particularly with respect to issues impacting Indigenous peoples and communities; and,
- Promote and develop strategies that minimize the need for use of force by police.

Key Objectives

- Increase consistency when responding to demonstrations and assemblies, for a more unified response of police services nationally;
- Promote consistency in training and approach;
- Provide strategies to minimize use of force while preventing disorder and the occurrence of issue-related criminal offences;
- Enforce the law in a manner that respects the rights of all involved parties and maintains public safety for the peaceful resolution of incidents;
- Provide a method to enhance service delivery while increasing efficiency of police resources;

- Promote understanding of the stages of conflict;
- Promote strategies to aid in relationship building;
- Promote education of police related to Indigenous culture and on issues that may have the potential to lead to conflict;
- Promote strategies to provide education highlighting the uniqueness of Indigenous demonstrations, including protests and/or occupations; and,
- Additionally, promote education of citizens involved in demonstrations and assemblies in relation to lawful demonstration activity.

Key Themes

- Measured approach
- Relationship building
- Facilitating lawful/peaceful demonstrations
- Impartiality
- Stages of conflict
- Interoperability
- Education before enforcement

Partners

The PWIP Liaison course is an amalgamation of existing training developed by both the RCMP and OPP with contributions from other police services such as Winnipeg and Ottawa police services.

Legal Review

The RCMP and OPP course training standards, on which the current course is based, have both been approved by their respective organizations.

Certificate of Attendance

Certificates issued to participants are in recognition of completion and not certification of being proficient in the *National Framework* as this is a pilot Liaison course. Participants will however take away knowledge and skills required to champion and promote the philosophy's outlined in the *National Framework.*

Learning Objectives

See below for objectives and teaching points for learning sessions, case studies and scenarios. During the course learners will be assessed on their knowledge of theoretical material, as well as their ability to apply theoretical knowledge through practical exercises.

Training Materials

The following training materials are provided to candidates:

1. Welcome package containing:
    - Supplementary material provided by subject-matter experts
    - National Framework for Police Preparedness for Demonstrations and Assemblies
    - The Ipperwash Inquiry
    - The Measured Approach Philosophy
    - Session/instructor evaluations for each session
    - PowerPoint presentations

2. Handouts include:
    - Exercises and reference materials

3. The following training material is provided to facilitator(s):
    - Session Lesson Plan(s)
    - Rubric

4. Presentations:
    - All course presentations will be downloaded onto a thumb drive for participants to reference during and after the course

Participant Evaluation

Participant will be evaluated on their performance through scenarios and a written exam. Each learning session outlined elsewhere in this document has clear and measurable objectives. If a learner is not successful in a particular area, the Course Coordinator will arrange for the learner to be given an opportunity during the course to improve their performance.

Instructional Strategies are as follows:

- Lecture and Q&A
- Videos
- Case studies
- Scenarios
- Debriefs

Candidates need the confidence and the skills to interact with community members to build relationships and to settle disputes, therefore this course offers five scenarios whereby candidates can practice and master the skills covered. Scenario evaluations have been developed, along with a final exam to be held at the conclusion of the course. See Appendix for evaluation/exam materials.

Pilot Liaison Course Formative Evaluation

The course design and delivery will be evaluated using formative (during the course) and summative (after the course) methods. Participants will be surveyed during and immediately following the course regarding how they enjoyed the course and how it may be improved for future sessions.

- Each facilitator should complete a Content Review Form, following his or her session. The information collected on this form will be used to update and revise the course as necessary.
- Formative Evaluation Forms/Daily Evaluation Process: Each participant will be supplied with a Daily Evaluation Form to provide feedback on each day. The form is used to assess the learners' reaction to classroom sessions and practical exercises.
- A summative evaluation will be completed by distributing an electronic survey to course participants after the course is completed. Analysis will be utilized to improve future courses.

Schedule

This is a national, in-class, eight-day course. The course includes a maximum of 32 candidates. The course was offered to police services on a national basis, ensuring representation from across the country. The course is delivered by multiple subject-matter experts. Facilitators are also available to support and assess candidates during the scenarios. An example syllabus is available in the CTS Appendix. The following topics are covered (not necessarily in the order listed). See below for further information on individual learning sessions.

1. Course introduction
2. Legacy of past events
3. Introduction to the National Framework for Police Preparedness for Demonstrations and Assemblies
4. Role of Liaison Officer
5. Measured approach
6. Strategic considerations for managing community disputes
7. Indigenous awareness training and perspectives
8. KAIROS blanket exercise
9. Current issues and trends
10. Communications – active listening
11. Legal considerations
12. Protestors perspective
13. Standing Rock lessons learned
14. Respecting Diversity – Learning about communities
15. Data Collection – Role of Liaison Analyst
16. Role of intelligence

17. Command structure
18. Corporate perspective
19. Crowd dynamics
20. World trends and bringing the Framework to a police agency
21. Strategic communications
22. Strategic messaging
23. Stress resiliency
24. Interest-based negotiation
25. Multiple case studies, scenarios, and debriefs

Training Plan

The following pages outline the objectives and teaching points of the topics covered on the course.

Session 1	
Title	**Course Introduction**
Objective	The purpose of this session is to provide the candidates a general overview of the sequence of the course and the learning requirements.
Teaching Points	• Outlining the purpose and objectives of the course and the syllabus • Articulating the key themes of the course • Explaining the assessment criteria • Outlining expectations such as completing an evaluation at the end of each day • Housekeeping • Introduction of candidates

Session 2	
Title	**Legacy of past events**
Objective	The purpose of this session is to ensure the candidates are aware of events impacting protests, demonstrations and occupations and how these impacts apply to policing.
Teaching Points	• Highlighting failures and lessons learned in policing that have led to this Framework • Identifying gaps in processes, policies and practices when police have been responsible for the outcome of protests. • Provide a pattern of events that have led to formal policies • Provide the candidate with the knowledge to be consistent and aware that these are often out of the realm of police authority

Session 3	
Title	**Introduction to the National Framework for Police Preparedness for Demonstrations and Assemblies**
Objective	The purpose of this session is for Liaison Members to apply the principles of the *National Framework.* Following the Framework tenets will enable members to lay the foundation for dealing with incidents. Objectives include: • Increase consistency when responding to demonstrations and assemblies, for a more unified response of police services nationally • Promote consistency in training and approach • Provide strategies to minimize use of force while preventing disorder and the occurrence of issue-related criminal offences • Enforce the law in a manner that respects the rights of all involved parties and maintains public safety for the peaceful resolution of incidents • Provide a method to enhance service delivery while increasing efficiency of police resources • Promote understanding of the stages of conflict • Promote strategies to aid in relationship building • Promote education of police related to Indigenous culture and on issues that may have the potential to lead to conflict • Promote strategies to provide education highlighting the uniqueness of Indigenous demonstrations, including protests and/or occupations • Additionally, promote education of citizens involved in demonstrations and assemblies in relation to lawful demonstration activity.
Teaching Points	**Foundational Principles:** 1) **Measured Approach** - The "Measured Approach" is an operational philosophy that guides the strategies and tactics of the police in the measures to employ in the prevention of disorder or to achieve timely restoration of order. This philosophy emphasizes deliberate employment of proactive engagement, communication, mitigation and facilitation measures, while preserving the option to employ a variety of tactical responses as necessary, and seeking to respect the lawful exercise of personal rights and freedoms. 2) **Relationship Building** - Building trust between police and citizens remains essential. Ongoing communication, liaison engagement and relationship building should occur on a continual basis. Open and transparent interaction is paramount. Relationship building aids in the development of respect, rapport, reciprocity, trust and empathy. As outlined in detail below, a pre-event focus is essential in relationship building followed by consistent engagement throughout the conflict cycle.

3) **Facilitating Lawful/Peaceful Demonstrations** - Police response to issue-related conflict must be based around the recognition of the importance of fundamental freedoms and all other protections in the Charter of Rights and Freedoms while functioning within the law.

4) **Impartiality** - Police work under the concept of impartiality, which means acting fairly within the law and ensuring engagement with all stakeholders. Lessons learned indicate that it is important to be aware that Federal, Provincial and, Indigenous and local governments should be treated as any other stakeholder and police should not take direction from any level of government in relation to response to demonstrations and assemblies.

5) **Stages of Conflict** - During protest and disorder, maintenance of open, transparent lines of communication with all stakeholders is critical to the work of facilitating resolution of conflict. Work accomplished in the pre-event stage is critical. The work done post-event to rebuild relationships is essential in efforts to prevent the recurrence of conflict and sustain communication between all parties.

6) **Interoperability** - In a climate where multi-jurisdictional demonstrations are occurring at a higher frequency, the ability of policing partners to work together to coordinate efforts is increasingly imperative. The interest of demonstrators may overlap policing jurisdictions, thereby increasing the risk of multi-jurisdictional solidarity demonstrations. To increase consistency of response, police services may reach out to other policing partners for support and/or advice when dealing with demonstrations and assemblies.

7) **Education before Enforcement**

Police Education

1) **Culture Based** - Policies should be developed in conjunction with providing education on historical issues and Indigenous culture. Police services should work to ensure that police members have cultural awareness in keeping with the recommendations of multiple provincial and national inquiries.

2) **Framework Based** – Policies for police preparedness for demonstrations and assemblies should delineate relationship building activities and enforcement activities. Upper command must be educated and well-versed in any documents developed along with those responsible for utilizing them on a day-to-day basis such as liaison team members, police supervisors, and when required, front-line members.

3) **Issue/Incident Based** – Ensure that police members possess an understanding of the issues and background in relation to specific demonstrations or assemblies.

	Public Education 1) **Lawful and peaceful demonstration activity and the role of police** - Efforts must be made to educate and share information with all stakeholders involved in demonstrations and assemblies such as: the intersection of injunctions and enforcement activities and messaging the difference and consequences of being arrested vs. being charged (for instance, the possibility of travel restrictions in the absence of an actual charge). 2) **The Conflict Cycle:** Ensure members have an understanding of the Conflict Cycle: • Pre-Event Stage ○ Pre-event characteristics ○ Pre-event - *What may be done - outline potential options leading into potential conflict* • Ongoing event stage ○ Ongoing event characteristics ○ Ongoing event - *What should be done/What may be done – outline options* • Post-event stage ○ Post-event characteristics - *What to look for* ○ Post-event - *What may be done*

Session 4	
Title	**Role of Liaison Officer**
Objective	The purpose of this session is for Liaison officers to understand the importance of a consistent approach on a national basis. This session will provide the learner with an understanding of goals and objectives of the *National Framework*. At the end of this session learners will be able to: • Explain all his/her roles to others when attending an event, as according to the *National Framework* • Determine the severity, potential for escalation and identify risks associated to behaviour or messaging

Teaching Points	• Through the structure of the *National Framework* achieve the fundamentals of policing; keeping the peace and upholding the law • Develop stronger relationships with key parties • Maintain and build upon existing relationships between the police and communities as well as stakeholders that may be involved in critical incidents and major events • Utilize proactive and impartial communication/mediation techniques. Promote public safety, prevent injury or harm to all parties and avoid any potential conflict between parties • If possible, assist in facilitating a safe environment for lawful protest. • Document efforts made by the police to resolve the incident • Research history and issues, identify and participate in strategic relationship building opportunities; • Ensure officers at all levels (Command, Supervisors, and front-line uniform members) are given support, advice and guidance in identifying and dealing with potential conflicts and cultural considerations ; • Work in partnership with other law enforcement agencies that may require/request assistance • Work with and provide advice and guidance, when requested, to local Federal, Provincial, Indigenous and Municipal stakeholders in dealing with potential conflicts

Session 5	
Title	**Measured Approach**
Objective	This session focusses on various approaches and strategies candidates can use when working with the community pre, during and post event. The session focusses on sharing experiences from the field • Define "measured approach" and explain how events and research contributed to its implementation • Explain how to integrate the measured approach into a dispute and use it to prevent a critical incident or event • Consider your exit strategy and whether you are leaving on good terms • Identify the actions you should not be taking when engaging with demonstrators
Teaching Points	The lessons are as follows: • The Measured Approach - a suggested definition • *National Framework* continuation • For the Nonce – Ipperwash Inquiry – Southwest Nova

Session 6	
Title	**Strategic considerations for managing community disputes**
Objective	The purpose of this session is to outline the importance of having an operational plan which sets out Pre-Event, Event and post-event strategies which address the: • Importance of building partnerships to determine the engagement strategy • Role of stakeholders • Parties to the conflict, dynamics/characteristics of the conflict and differing strategies of the disputants • Identify the systems and structures that need to be considered when managing a conflict • Explain the strategic considerations when managing community disputes • Describe various processes that could be utilized in managing conflict • List considerations for all three protest stages At the conclusion of the scenario, learners should be able to: • Articulate the question that need to be asked in the planning and analysis process • Identify the benefits of getting to know the group(s) (history, current conflicts, issues) before an event and the importance of building trust • List some of the questions to ask in order to understand others
Teaching Points	The topics are as follows: • Protester groups and examples • Strategic considerations for managing community disputes • Importance of planning • Civil disobedience • Demonstrator strategies • Analysis • Partners • Dialogue and engagement • Interpreting messages • Know yourself (triggers, interests, strengths, weaknesses) • Be above reproach

Session 7	
Title	**Indigenous awareness training and perspectives**
Objective	The purpose of this session is to provide The PLT Member with an insight into the experiences of Indigenous peoples and communities through the discussion of historical and current events. A background to the terminology, issues and relations between European settlers/governments and Indigenous Peoples will be discussed. It is important that the facilitator stress the effects that legislation has had and continues to have on Indigenous peoples and communities.
Teaching Points	• Introduction to the *Indian Act* • Health • Income • Housing • How did we get here? • Treaties • Royal Proclamation 1763 • Reserve system • Residential schools • 60's scoop • Child welfare

Session 8	
Title	**KAIROS blanket exercise**
Objective	The purpose of this session is to provide an Indigenous cultural awareness component. Time is set aside for one afternoon to discuss historical and cultural considerations. A three-hour HRMIS accredited *Blanket Exercise* workshop has been incorporated as an addendum to the Indigenous Awareness training and perspectives session. The Blanket Exercise illustrates the history of the three Indigenous groups and provides candidates with cultural considerations in future interactions. Facilitators should be diverse with consideration given to subject matter experts who are Indigenous in origin.
Teaching Points	• Candidates participate in the Kairos Blanket Exercise to learn about the impact of colonization and the root cause of disputes with Indigenous people today. • This exercise is HRMIS accredited

Session 9	
Title	**Current issues and trends**
Objective	This session ensures that course participants are aware of current National trends impacting policing in the realm of protests, demonstrations and occupations. At the conclusion of the session, learners should be able to identify potential issues in their own policing areas with applicability to the Framework.
Teaching Points	Brief overview of the following topics: • Land claim disputes • Self-determination and Aboriginal/Indigenous or Treaty rights which may relate to education, hunting, fishing; natural resources; • To assist with issues involving Indigenous peoples during incidents of public disturbances • Animal rights demonstrations • Environmental demonstrations • Resource extraction demonstrations • Political (e.g. Left/Right wing) demonstrations • Large public gatherings, international meetings, contentious community meetings and dignitary visits • Major events, such as international conferences, summits and visits of internationally protected people where police operations may impact local communities • Detachment resources for issues and major events related to Indigenous peoples/communities, i.e. missing persons, sudden deaths, domestic violence, barricaded persons; support funeral command, emergency management incidents, labour disputes, etc. • Other situations, where the expertise of liaison officers would be beneficial.

Session 10	
Title	**Communications – Active listening**
Objective	Building relationships is a major function of a Liaison Member. For success members require excellent communication skills. This session will review the fundamentals of good communication skills including body language, listening and verbal skills. At the conclusion of the session participants should be able to: • Interpret body language, confirm understanding, and utilize suitable language for the other person. • Participate in discussions, to the extent that they solicit feedback, confirm understanding, and obtain commitment to further dialogue

Teaching Points	• Adapt to audience • Sensitivity to cultural and language differences • Ambient noise - external distractions - address them • Barriers to communication • Attitudes to avoid • Active listening skills (summarizing/paraphrasing) • Games people play • Acting-out, projecting, blaming, manipulation, threats • Boundary violations • Persuasion principles • Reciprocity • Commitment and consistency • Techniques to elicit a commitment • Social proof • Similarity • Mirror and match • Contact and cooperation • Enhance credibility • Earnt trust • Maintain a continuum of transparency

Session 11	
Title	**Legal considerations**
Objective	Using cases and examples, this session outlines legal authority. This presentation will change depending on the lawyer delivering the presentation, divisional needs and recent court decisions. At the conclusion of the session, participants should be able to: • Recognize the benefit of getting legal advice pre-event • Identify the relevant laws that pertain to protests and civil disobedience • Explain the role of police discretion in law enforcement • Identify misconceptions associated with Indigenous rights during protests • Describe steps to be taken when enforcing court injunctions during protests
Teaching Points	• R. v Golden • Missing and Murdered Indigenous Women and Girls - Calls to Justice • Bill C75 • Supreme Court of Canada Fleming decision • Court injunctions • Long-term considerations to ensure legal protest

Session 12	
Title	**Protestor's perspective**
Objective	The session provides an introduction to systems thinking, allowing participants to become aware of the importance of considering multiple perspectives when managing a demonstration or assembly. At the conclusion learners should be able to: • Identify the importance of knowing the demonstrators • Explain the importance of knowing the Charter of Rights and Freedoms and the rights you are protecting • Identify situational awareness, and crowd monitoring to identify potential threats during an event which may pose a risk to the public, the protestors, and the police • Articulate the difference between public safety and public order • Describe new trends in activism and the role of affinity groups
Teaching Points	• Introduction • Public Safety vs. Public Order • Indicators that the situation may turn • Who are the demonstrators • Diversity of Tactics • Counter Demonstrations • Pre-Event outreach and information gathering

Session 13	
Title	**Standing Rock Video: Lessons Learned**
Objective	The purpose this session is to outline lessons learned from the Standing Rock demonstrations in 2016 in North Dakota. The video, "Standing Rock" is viewed and participants join in an instructor-led discussion
Teaching Points	• Recognize the importance of keeping informed • Describe the impact of fake news • Describe the role of social media during a demonstration and its impact

Session 14	
Title	**Respecting Diversity – Learning about communities**
Objective	The purpose of this session is to describe situations where Liaison members or others may be confronted with attitudes, beliefs or actions that will challenge and or aggravate events they may be participating in. • Participants will examine their own biases and perspectives. There is an expectation that they will confront racism when it occurs and take a leadership role in compliance with human rights. • Participants will be introduced to the importance of gaining an understanding of the communities they police or community members they will interact with. They will be provided various methods which may be utilized to learn about the unique aspects and dynamics of communities.
Teaching Points	**Respecting Diversity** • Globalization • Technological change • Climate change • Social transformation • Being sensitive to the diverse, multiracial and multicultural character of Canadian society. • Confront racism • Lead by example at events/situations • Uphold human rights - legislation and policy • Charter - pertinent and relevant sections • WDHP policy • Constitutional rights • Provincial / federal legislation • Recognize personal perspective • Team/group role and influence on self **Learning about communities** • Community makeup • Virtual community • Information sources: How to learn about the community • Educating the community • The liaison role as per the *National Framework*

Session 15	
Title	**Data Collection – Role of Liaison Analyst**
Objective	This session outlines the importance of data collection and performance measurable in relation to Liaison Teams within an organization. Also familiarizes participants with the role of the Liaison Analyst, working within the premise of openness and transparency in alignment with the *National Framework*. At the conclusion of the session participants should be able to: • Recognize the importance of data and various roles of the Liaison Analyst, such as identifying issues and monitoring wherever possible to ensure team and group success.

Teaching Points	• How Liaison statistics are utilized
	• Ability to obtain concrete data
	• Good data assists in reliable and objective decision making
	• Adds credibility to Liaison work
	• Presents facts in a concise manner
	• Provides the ability to compare and forecast
	• Assist in formulating policy
	• Performance measures of Framework support (Outreach/Demonstration/Support)
	• How to break down type of assistance provided, occurrence characteristics, and requests from external agencies
	• Types of data not to capture as a Liaison member
	• Role of Liaison Analyst
	  ○ Identifying issues and monitoring wherever possible to ensure group and team success
	  ○ Ensuring Liaison Members have awareness of general group climate at demonstrations and assemblies
	  ○ Differentiate between types of analysts

Session 16	
Title	**Role of Intelligence**
Objective	The purpose of this session is to highlight techniques used by the Intelligence analyst, provide an overview of the role of the intelligence analyst and outline the products that can be developed to support the resolution of an incident, situation or event. At the conclusion of the session participants should be able to: • Articulate the purpose of criminal intelligence in public order policing • Indicate when information becomes intelligence that can be utilized

Teaching Points	• The Role of the Intelligence Analyst
	• Process during Pre-Event (strategic Analysis), Event (tactical analysis), Post-Event (administrative analysis)
	• Analytical products available pre-Event, event, and post-event
	• Importance of language used
	• Intelligence-led policing (ILP)
	• Information vs. intelligence
	• Intelligence cycle
	  ○ Planning and direction
	  ○ Collection and evaluation
	  ○ Collation
	  ○ Analysis
	  ○ Reporting and dissemination
	• Completed intelligence report
	• Confidential Informant
	• Definition of an Agent
	• Agent or Informer
	• Informers have privilege
	• Who can waive the privilege?
	• Intelligence restriction levels
	• Intelligence – best practices

Session 17	
Title	**Command Structure**
Objective	The purpose of this session is for candidates to understand where they fit in within the command structure. This session will also reinforce the need for good leadership within a Liaison Team and elaborate on the need for Liaison Members to demonstrate the leadership qualities required to influence and promote peaceful resolutions. At the conclusion of this session, participants should be able to: • Describe different command structures and strategies that go with each. • Describe how the Liaison Team may be situated in the Command Structure • Describe the role of the Liaison Team/Member in a critical incident • Describe the qualities of good leadership

Teaching Points	• Command Structure
	  ○ Roles, responsibilities and accountability command
	  ○ Role of Liaison Team/Members in a critical incident
	• Leadership
	  ○ Poor leadership
	  ○ Good leadership
	• Common mistakes
	• Decision making
	• Respond with decision
	• Evaluate the decision

Session 18	
Title	**Corporate Perspective**
Objective	The purpose of this session is to reinforce systems thinking and participant awareness of the importance of considering multiple perspectives when managing a demonstration or assembly. At the conclusion of the session, participants should be able to: • Explain the role of business and how profit-driven mentality will impact the conflict • Recognize the loss of revenue and lost investment that result from blockades • Explain “social license” • Describe the importance of establishing positive dialogue and a respectful relationship with communities • Describe the realistic and unrealistic expectations harbored by corporations • Safety concerns of industry

Teaching Points	• The role, values and expectations of industry • Before the event • During the event • After the event

Session 19	
Title	**Crowd Dynamics**
Objective	The purpose of this session is to prepare the Liaison Member to be able to work with crowds and communicate the rules of engagement. Liaison teams form a part of the integrated response and often work with public order units.
Teaching Points	• Structure of Crowd Management Unit - Squads • Uniforms and protective equipment • Crowd management principles • Basic crowd theory • Purpose of a Public Order/Crowd Management Unit • General crowd characteristics • Characteristics of orderly/lawful crowds • Types of orderly/lawful crowds • Reasons why people join disorderly/unlawful crowds • Types of disorderly/unlawful behaviour • Formula for public disorder • Police responsibilities when managing crowds • Gradual application of force /measured response • Advantages • Show of Force Theory (S.O.F.T) • Advantages/disadvantages • Principles when dealing with disorder • Extraction

Session 20	
Title	**World Trends and Bringing the Framework to a Police Agency**
Objective	The purpose of this session is to provide participants an understanding of how wider global trends affect Canadian and local policing. Global trends and civil unrest will be discussed. At the conclusion of the session participants will gain an appreciation of global trends on the local context.
Teaching Points	• Interactive lecture (Kahoot type) • Discussion of influences and experiences • Shared perspective on local example of need for framework

Session 21	
Title	**Strategic Communications**
Objective	The purpose of this session is to outline the role of media relations and describes the types of media strategies used to support operational planning during an event, demonstration or conflict in order to enhance public trust and confidence in the force. At the conclusion of the session participants should be able to: • Describe the role of communications and how they are able to assist during an incident, situation or event • Explain how social media can both help and hinder the resolution of a demonstration
Teaching Points	• Overview of the role and structure of communications • Communications planning – themes & messaging • Social media & demonstrations • Lessons learned/Case studies

Session 22	
Title	**Strategic Messaging**
Objective	The purpose of this session is for Liaison members to learn to differentiate between corporate key messaging with media/public and strategic messaging to ensure public safety for participants during a major event. At the conclusion of the session, participants should be able to: • Identify all potential contentious issues surrounding messaging to stakeholders; • Identify all the issues that fall within their mandate; • Differentiate between corporate messaging and critical messaging; and • Prepare strategic messages to include in their operational plan

Teaching Points	• Impact, influence, image • Perception vs. Truth • Media tactics • Corporate messaging • Strategic messaging • Critical messaging: Specific event for a purpose/objective • Social media

Session 23	
Title	**Stress Resiliency**
Objective	The purpose of this session is to covers strategies on how to manage work stress, anger and aggression and how to achieve and maintain a sense of well-being. At the conclusion of the session, participants should be able to: • Articulate cognitive factors that contribute to stress • List some strategies to manage stress and anger • Explain the difference between personalization and professionalism
Teaching Points	• Moral injury • Stress management • The stress gas tank • Managing anger & frustration • Handling trauma and preventing PTSD

Session 24	
Title	**Interest Based Negotiation**
Objective	The purpose of this session is to introduce participants to the basics of Interest-Based Negotiation (IBN) theory. At the conclusion of the session, participants should be able to: • Compare position-based and IBN theory • Identify the seven elements of IBN • Demonstrate the four stages of the IBN model • List the elements needed to be a successful interest-based negotiator pre-event, event and post-event • Identify different forms of power (personal, knowledge) and how it can be used to influence feelings, thoughts and outcomes • Link IBN theory to the objectives of the Liaison course

Teaching Points	• Demonstration of negotiation breakdown • Difference between position-based and interest-based • 7 Elements of interest-based negotiation • Characteristics of an effective interest-based negotiator • Concept of power in negotiation • IBN model • Modelling of IBN using an authentic scenario

Scenarios, Case Studies, Debriefs:

Scenarios 1-6	
Description	During days four through seven, time is allocated for scenarios in which candidates will apply new knowledge and skills through role playing. After each scenario, candidates who play the team lead and support roles are assessed using a rubric and provided with feedback and remediation. On the final day, candidates participate in a large mock scenario and are assessed by facilitators.
Objectives	Course objectives
Method of Assessment	Participants assessed by facilitators

Final Scenario	
Session Title	**Pre-Event Stage**
Description	• By this point, each participant has had the opportunity to role-play both the Team Lead and Support during earlier course scenarios. Both strong candidates and those needing extra assistance are identified prior to this final scenario. The purpose of this final scenario is to provide candidates who need to be re-evaluated an opportunity to play the Team Lead and to be paired with a strong candidate as a support • This is the final scenario of the Liaison course. This scenario consists of a classroom portion followed by an outdoor simulation of a protest/demonstration. This scenario is designed to be fluid and dynamic, yet it is imperative that the actors adhere to their respective character profile and dialogue.

	• Each candidate will be called upon to participate as the Team Lead or Support at some point during the classroom portion and outdoor scenario. It is important that the candidates pay close attention to what is taking place at all times, so they are able to assume a role when called upon. Candidates may take notes if they wish. • Information will be supplied as the scenario develops during the classroom portion. The candidates will need to recognize the significance of the information and process it in the same manner as a real developing conflict situation. The candidates must consider all the tools and resources available to them and work as a team.
Objectives	• The candidates will be assessed on their ability to utilize the skills learned throughout the week in a Liaison Team Lead or Support role.
List of Lessons	• Introduction to the scenario and a description of each stakeholder • Facilitator asks questions about their comprehension of the issues, interests and concerns of stakeholders • Based on an assessment, the Team Lead and Support decide on the sequence of interviews
Session Title	**Event Stage**
Description	In the Event Stage, candidates talk to stakeholders, listen to their concerns and try to achieve consensus while working in a dynamic team environment
Objectives	• Demonstrate their ability to apply interest-based negotiations and the measured approach • Demonstrate effective decision-making • Demonstrate an understanding of their roles and responsibilities during a real event • Demonstrate the ability to work in a dynamic team environment
List of Lessons	• The session begins with the Team Lead and Support in discussion with key stakeholders at the site of the event. The scenario however is fluid and may move in any direction.

Session Title	Post Event Stage
Description	As a final class discussion, candidates are asked how they would follow up with stakeholders in order to prevent a public order or conflict recurrence and to maintain relationships.
Objectives	• List the ways in which they could follow up with stakeholders • List the practices they could use to continuously build stronger relationships with stakeholders
List of Lessons	Questions regarding follow-up
Method of Assessment	Participants assessed by facilitators

Final Scenario De-brief	
Description	The purpose of this session is for course facilitators to lead a class discussion on the scenario asking questions about the decisions that were made, alternative courses of action, and will analyze with the class how Team Leads expressed themselves.
Objectives	Reflect on the scenario and lessons learned
List of Lessons	Q&A
Method of Assessment	N/A

Case Studies	
Objectives	Three to seven case studies are presented to provide a detailed account of specific community disputes from various police services. At the conclusion of a case study, participants should gain an understanding of or be able to: • Outline the importance of identifying key players and building relationships • Describe demonstrator activities • Cite lessons learned from the cases presented

Objectives	Case • Pre-event • Event • Post-event • Lessons learned • Recap

APPENDIX

COURSE SYLLABUS – WEEK 1

Course Name: Liaison Course **Classroom/Location**: **Course Administrator**:		**Date**:
Day One	**Day Two**	**Day Three**
0830-0840 Opening prayer/welcoming **0840-0910** Welcome by Senior Command **0910 -0940** Introductions **0940-1000** Course expectations **1000-1200** Introduction to the Framework (principles and ideas)	**0830-1000** Indigenous awareness and perspectives **1000-1200** Kairos blanket exercise	**0830-1030** Legal considerations, Injunctions 101 and ways to proceed **1100-1200** Protestors perspective
LUNCH (1200-1300)		
1300-1400 Role of Liaison Officer **1415-1500** Measured approach Conflict resolution **1500-16:30** Strategic considerations for managing disputes	**1300-1415** Current issues and trends National perspective **1425-1630** Communications - active listening 1 on 1	**1300-1400** Respecting diversity/learning about communities **1400-1445** Stats and data collection/role of Analyst **1500-1600** Role of intelligence **1600-1630** Pre-event exercise – relationship building

COURSE SYLLABUS – WEEK 2

Course Name: Liaison Course **Classroom/Location**: **Course Administrator**:	**Date**: **Coordinator**: **Revised Date**:

Day Four	Day Five	Day Six	Day Seven	Day Eight
0830-0945 Command structure: • Gold/silver/ bronze • RCMP • OPP **1015- 1100** Case Study - Kinder Morgan protests **1100 – 1200** Protestors perspective	**0830-0930** Crowd Dynamics: Public Order Unit **0930- 1030** Corporate Perspective **1045-1120** Case Study – Animal Rights protest (Papanack Zoo) **1120 -1220** Scenario 2 - animal rights	**0830-0945** Case Study – Pipeline protest CGL/Unistoten **1000-1100** Scenario 4 – RCMP scenario **1100-1215** Case Study sympathizer protests 401 and NWR road slowdowns	**0830-0940** Media- strategic communications **0940-1010** Social media implications **1040 -1130** Standing Rock video and debrief	**0830 – 0900** Exam **0900-0930** Stress Resiliency **0930-1030** Course Circle **1030-1100** Debrief of course Closing remarks/ prayer
LUNCH (1200-1300)				
1300-1420 Introduction to interest-based negotiation **1420 – 1520** Interest-based negotiation exercise **1530-1630** Scenario 1 with debrief	**1315-1430** Case study – Hells Angels Ottawa run **1500-1600** Scenario –3	**1315 - 1415** Scenario 5 – RCMP scenario **1440 - 1545** Emerging world trends and working through the framework within a police service **1545-1615** Course review	**1230-1630** Large scenario – blocked tracks	**TRAVEL**